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# Visionary leadership as an approach to social studies teacher preparation programmers' reform: participants' perspectives

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## Abstract

The aim was to establish the views of the participants, in particular, professors, the supervisors, co-operating teachers, and student teachers of visionary leadership as an approach to social studies teacher preparation programmers' reform in Jordan. The sample for this study included student teachers( n=18), professors(n=6), university supervisors(=3), and co-operating teachers(n=3)associated with social studies teacher education programmes in three universities. Data were collected using interviews. The semi-structured interview was used in the present study. The interview data were subject to analysis using a grounded theory approach. The result of the analysis provides a clear picture of the problems inherent in the current education and training programmes for social studies teachers in Jordanian institutions. These sorts of problems clearly exist in each component of the programme. In accordance with the current status of the programmes, visionary leadership was recommend as an approach to social studies teacher preparation programmers reform how and why managerial problems are affecting social studies teacher education in Jordan.

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**Keywords:** Visionary leadership; social studies teacher; preparation programmers' reform.

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## 1. Instruction

There is growing dissatisfaction in most countries of the world with their current education system, and teacher education in particular. Social scientists and governments around the world have argued for change, development or reform of the educational system, and of teacher education in particular. This is the situation in the majority of Arab countries, such as Egypt, Saudi Arabia, Oman, Kuwait, and Yemen (Al-salmi1997, Al-shehari, 1997, Mosa, 1995, Alghamdi, 1992, Dairi, 1990, Al-salmi, 1996, and Al-sahlani, 1983). Also, in the UK (DES, 1987, Booth, Furlong, &Wilkin,1990, Benton, 1990, Wideen & Grimmett, 1995, McCulloch & Fidler, 1994, Huling, 1998, and Newman,

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1999). The same problem is evident in the USA (Gosman, 1985, Bush, 1987, Ashton, 1999, Hawley, 1992 and Nelson, 1999)

In 1987, the First National Conference for Educational Development (NCED) was organized by the Ministry of Education to improve the quality of education in Jordan. One of its recommendations was that Jordanian universities should introduce syllabi and programmes to prepare and improve the quality and relevance of undergraduate. Pre-service teacher education. The aim is to develop their capacity to serve the needs of the national education system. Thus the universities began to consider how they could include these recommendations in their programmes and plans. In recent years, universities have played a major role in preparing teachers and awarding qualifications in different fields. The government believes that there is a need for real reform of the teacher preparation programmes in Jordan directly through their teacher education programme. Also, in their regular meetings and the educational workshops that followed the national conference, policy makers, educational leaders and educational institutions have continually emphasized the need for a critical and analytical revision of these programmes. One of the main issues in these programmes is the managerial side. In regard to the managerial issues in such programmes and social studies teacher training programme particularly, the Jordanian research is very limited and it has not presented evidence about what is going on in these programmes. Thus, there is a need for a study to provide a factual and accurate picture of the status quo with regard to the managerial challenges and problems in these programmes. The present paper seeks an in-depth understanding of what actually happens in the eyes of the participants at the universities in the preparation of social studies teachers. The study looks forward to improvements in these programmes capacity through looking at the participants' knowledge, values, attitudes, beliefs, abilities, and experiences.

The aim was to establish the views of the participants, in particular, professors, the supervisors, co-operating teachers, and student teachers of the managerial problems and challenges of social studies teacher preparation programmes in Jordan.

## 2. Methods

The sample for this study included student teachers, professors, university supervisors, and co-operating teachers associated with social studies teacher education programmes in three universities. The sample is described in Table 1

Table 1. Description of the sample

Elements	Sample size	Population
Student teachers	18(6 from each university)	107 in all Unis.
Professors	6 (2 from each university)	10 in all Unis.
Supervisors	3 (1 from each university)	3 in all Unis.
Mentors	3 (1 from each university)	From 20 schools
Total	30	140

The selection of the sample was based on different criteria for each group. Student teachers: (n=18 from 107). The sample was those who were at the end of their teaching practice, i.e. in the last term of the four year programme. I selected these students because they were coming to the end of their study programme. My aim was not to investigate parts of the preparation programme but to look at the programme of teacher preparation as a whole. I interviewed 18 students (six from each university). The number selected was guided by the available resources and circumstances. The selection of interviewees was based on identification by their university of high, middle and poor level students. Also, supervisors' and tutors' suggestions identifying students who were articulate and could express themselves clearly. Professors: (n=6) were selected from a larger population n=10 of professors in the three universities. They were social studies lecturers teaching in the universities. They were selected on the basis of their availability and desire to be interviewed. University supervisors: All the supervisors (n=3) who taught social studies preparation were selected (sample = population). One of them was female and the other two were male. Co-

operating teachers: The sample of co-operating teachers (n=3) was chosen on the recommendation of the supervisors. They were social studies teachers. All the participants had different levels of experience, either in teaching or supervising.

Table 2. Shows the participants' experience of teaching and supervision.

The sample	Teaching experience in schools	Teaching experience in universities
Student teachers	-----	-----
University professors	2-13 years	3-23 years
University supervisors	3-13	4-6
Co-operating teachers	7-26	2-18( supervising)

Table (2) Participants' teaching experiences

### 3. Procedures

Data were collected using interviews. The semi-structured interview was used in the present study. I used this kind of interview to learn things about actions, beliefs, and perceptions of components of teacher preparation programmes, which cannot be observed. The interviews covered different components of these programmes including programme requirements, teaching practice, student teachers supervisors, co-operating teachers, institutional environment, and the role and work of university professors. The average length of the interviews was three to five hours. I conducted one interview a day, but sometimes the work extended over two days. It depended very much on the disposition and mood of the interviewees. Interviews took place in different locations depending on the participant's situation and circumstances. Some interviews were therefore conducted in schools where the students and co-operating teachers were teaching, and some in the universities. A number of important procedures ensured the success of these interviews. The number of tapes at the end of the interviewing stage was forty five.

The interview data were subject to analysis using a grounded theory approach (Strauss & Corbin, 1990; Miles, & Huberman, 1994). I used this inductive approach to analysis, identifying the most important categories perceived in the data by coding and grouping concepts (Burton, 2000). Interviews were transcribed verbatim paying particular attention not to omit a single word. This kept me close to the raw material. Each hour and a half tape took 7 hours to transcribe. In the analysis, a large number of categories were identified from the data reflecting participants' responses concerning the different aspects relating to the managerial preparation of teachers of social studies.

### 4. Results

The analysis revealed a great deal of evidence concerning managerial problems in the social studies education and training programme in Jordan. These sorts of problems clearly exist in each component of the programme. There is misuse, or in a deeper and more precise sense, a misunderstanding of the roles of each element of the programme, both in the universities and in schools. Leadership roles and responsibilities have been lost, and consequently the system is uncontrolled, or reliant on historical custom and practice. The universities' administrations are distanced from student interests and their needs whilst studying at the university and on teaching practice in schools. However the present situation reflects badly on both the university and schools in their role in constructing the future of social studies teachers in Jordan. The schools' contribution is problematic if they cannot provide a secure environment in which both students and co-operating teachers feel supported and able to try out new ideas.

The university's role in the schools' activities is very limited if it exists at all. The university and schools work in isolation, and no clear responsibilities are agreed. It would appear that the university administration tries to avoid its responsibilities. Although there is a system and regulations about the process of training students, in reality there is little communication, little monitoring, no quality assurance and superficial evaluation.

The managerial problems can be classified according to location, i.e. problems in the university, and problems in the schools.

#### *4.1. Managerial problems in the University.*

##### *4.1.1. Management and responsibilities*

In the university the problem is clear. It concerns the relationship between the university administration and professors and students. There is a perpetual clash. There seems to be a ‘forces conflict’ between professors and administrators particularly. The students feel that the administrators do their job badly and are often wrong, causing disappointment for both students and professors. They seem to impose constraints on the preparation process through their unacceptable practices such as ‘mediation’, and delays in providing materials. (*Student teacher’ interviews*)

##### *4.1.2. Selection of students*

According to the results of the analysis, the university management accepts students on to the programme without assessing their prior knowledge, background or experience, and even without knowing the desires and expectations they have of the teacher training and education programme ahead of them. There are no rules or criteria for the selection of prospective teachers of social studies apart from the grade attained at secondary school. In the opinion of the university professors, this undermines the quality of the students accepted and affects their level of achievement both theoretically and professionally. (*University professors’ interviews*)

##### *4.1.3. Programme of courses*

In Jordanian universities, staff and students perceive a lack of a structured syllabus based on real evidence of students’ professional and theoretical needs. One of the problems with the syllabus concerns the content of the courses. For example, general reading matter could be left to the individual rather than forming the basis of a course. Some courses are in no way related to the school subject, and are consequently seen as a complete waste of time. These courses were not perceived as helping students to prepare for teaching professionally. There was also no significant relationship between the theoretical courses and the requirements of teaching in school. (*All the participants’ interviews*)

##### *4.1.4. Teaching Process- who should teach what and how*

In Jordanian institutions, the mechanisms of preparation for teaching are not effective, and do not equip students to teach properly in the field. The university professors and student teachers thought that the managerial problem was that there was no coherent rationale underpinning which courses are taught and by whom, and why the situation is as it is. This is exemplified by the fact that the university professors who teach the subject matter content of social studies are isolated from those teaching educational psychology and the processes of good teaching and learning. Lecturing is the dominant method of teaching even for some of the educational courses. (*Student teachers’ interviews and university professors’ interviews*)

##### *4.1.5. Credit hour system*

The credit hour structure, furthermore, is a barrier to the development of relationships among the students and affects their education and training badly. The managerial problem here is that the university administration does not realize how this system undermines the education and training process. It does not help students to learn how to teach social studies appropriately. The university professors emphasized how this system hinders interpersonal

relationships in the university. Student teachers are obliged to mix with completely new groups of students every term for each new term. (*University professors' interviews*)

#### 4.1.6. Facilities

Another managerial problem concerns the availability of facilities. For the student teachers, and professors to a large extent, facilities in Jordanian institutions are extremely limited. There is a lack of books, journals, and suitable references. There are no computers, and very few labs for the purposes of micro-teaching and other methods of training. In addition, students do not know where to go to ask about these materials when they need them. The question is, who is responsible for providing all these materials and facilities, and for managing them? (*Student teachers' interviews and university professors' interviews*)

#### 4.1.7. Examination system

There was a feeling, furthermore, that the university administration does not realize that the examination system is not functioning effectively, and is being abused by professors. Some university professors and supervisors use the examination system to threaten students. There is neither accountability nor clear criteria underpinning the examination system. This, according to the students, affects their motivation. (*Student teachers' interviews*)

### 4.2. Managerial problems in the schools

#### 4.2.1. Communication of information

There is minimal flow of information between the schools and the university. All the interviewees emphasized that the university professors are not involved in any of the school activities, and furthermore, have no knowledge of what is going on in the schools at all. They do not enrich teaching practice with their experience, and contribute little to enhance student teaching. They are not involved in the work of the university supervisors or co-operating teachers. (*Student teachers' interviews, university professors' interviews, and co-operating teachers' interviews*)

#### 4.2.2. Supervisors' visits

According to the student teachers and co-operating teachers, university supervisors visit the school two or three times in order to make sure that the student teachers are attending school regularly, and to evaluate them, giving them their marks. Some supervisors visit the school only once or not at all. In these circumstances, there is no information exchange at all. The question is: how can things be improved in school, and particularly for student teachers with regard to their continuing experience? (*Student teachers' interviews, university supervisors' interviews, and co-operating teachers' interviews*)

#### 4.2.3. Student-supervisor and teacher conferences

Student teachers, co-operating teachers and university supervisors feel that student teachers receive inadequate corrective feedback. There are no regular meetings (conferences) with both university supervisors and co-operating teachers, so they have no time to help student teachers. Students are on their own in school, and are not given appropriate support. It appears that the approach to supervision is unstructured. There are no collective conferences and no management structure to deal with these issues. (*Student teachers' interviews and co-operating teachers' interviews*)

#### 4.2.4. Management

All the interviewees highlighted the problematic nature of managerial arrangements in both the university and in the schools. In the university, there is no separation between teaching practice and the other courses taking place in

the university. Consequently, after finishing teaching in school every day, students must go back to the university to attend other courses. This is exceptionally demanding for students and prevents them from participating in school activities. Furthermore, the number of supervisors is very limited, the supervisors' salary is very low and the majority of them are only first degree holders. The planning of this programme appears to be inadequate as there is little awareness of the reality of the situation and its effects. It appears that there are ineffective mechanisms and procedures for making decisions and for monitoring and evaluating these activities. (*All the participants' interviews*)

#### 4.2.5. Monitoring

The analysis shows, moreover, that some students were sent to the classroom to teach as soon as they arrived at school on the first day. Some of them were treated as substitute teachers to cover what were called free time classes. Also, many student teachers were sent to the same school for teaching practice placements, so that their opportunities to participate in school activities were reduced. Sometimes students were given textbooks which were older than those used in the school. The question is, then, why is no one aware of this situation and doing anything about it? It appears that there is little concern for finding out what the problems are, and what the sources of the problems are. (*Student teachers' interviews and university supervisors' interviews*)

#### 4.2.6. Leadership role

The analysis shows, furthermore, that there is a lack of managerial support and commitment on the part of the schools, and an inability to meet students' needs. No one takes on the role of leadership in school. Some head teachers have excluded student teachers from parent-teacher meetings. They do not provide students with important materials. They are not always co-operative. Some co-operating teachers do not recognize how important teaching practice and simply being in school is for student teachers. University supervisors visit schools only occasionally, and students have been left alone in the classroom without observation or guidance. Accordingly, the leadership in schools is detached from the teaching practice programme and is not involved in any of its activities. It may be said that it is a barrier to student teachers' learning and activities in school. (*All the participants' interviews*)

#### 4.2.7. Assessment

Another managerial problem concerns the assessment of student teachers' performance in school. The mechanism for assessment is not working effectively. This appears to be a technical and procedural issue. The analysis revealed that university professors are not involved in this process. Co-operating teachers, head teachers, and supervisors are only involved at the end of teaching practice. An evaluation form is prepared by the university, collected by supervisors to be kept in the archives for a month or two, after which it is thrown away. Who revises, supervises, and follows through these issues? And how can they guarantee the future of social studies teachers? (*Student teachers' interviews and co-operating teachers' interviews*)

#### 4.2.8. Length of teaching practice

Finally, in the view of the student teachers and professors, teaching practice is not long enough, and its position in the programme not beneficial. Again, the question is raised, who plans for this and why? (*Student teachers' interviews, university supervisors' interviews, and co-operating teachers' interviews*)

It can be seen that the system has a number of major and fundamental management problems. At its root, there are no clear lines of responsibility; there is no vision evident in the system, and no leadership. Consequently, the various parts of the system are perceived to be inadequate and lacking coherence. There is also a lack of technical management. The system as a whole, and the students' experience in particular, are not monitored, evaluated or reviewed. At best, the system could be said to be driven by historical custom and practice.

#### 4.2.9. Discussion

The result of the analysis provides a clear picture of the problems inherent in the current education and training programmes for social studies teachers in Jordanian institutions. It is crucial at the outset to remember that some departments of Curricula and Instruction in Jordanian universities were established as recently as 1991/ 1992. Separate and independent teacher education programmes have been running for no more than nine or ten years in some universities. It would appear that the Jordanian experience in teacher education is still experimental.

Now, the aim is to discover why and how managerial problems are affecting social studies teacher education negatively in Jordan.

The present study demonstrates that the majority of educational institutions in Jordan are experiencing a crisis of leadership. However, Jordan is not the only country to experience these problems. These are worldwide (Manasse, 1986; Bensimon, 1989; Mcdade, 1988; Atiyah, 1993; Ali & Camp, 1995; Lashway, 1997; Abolghasemi, McCormick, and Conners, 1999; Daresh and Male, 2000, and Hunt, Tourish, and Hargie, 2000). The crisis rests with the wide gap between management and education leaders. These include central management and Deans of faculties, sub-leaders (head of departments), staff (professors and supervisors) and administrators. Furthermore, the absence of effective communication, co-ordination, and co-operation prevents academics and administrators from achieving educational aims in the universities in general, and from making a success of teacher education programmes in particular. It is a reflection of how Jordanian leaders see the future, both in terms of teacher education outcomes and their view of future teachers. It reflects also on what they do in the meantime to achieve this vision. The reality suggests a lack of an organized vision or plan. The results of the analysis show a



misunderstanding of vision in leadership, if such there be, and a misunderstanding of implementation of participants' roles in the field, either in university or in school.

It would appear that teacher education programmes run in a somewhat anarchic manner, without clear mechanisms, purposes, values, authority, responsibility or accountability, either in university or in the schools. Also lacking is the notion of leadership in university management for dealing with staff affairs: mechanisms for encouraging and motivating staff, the preparation of appropriate learning environments, the direction of all activities and actions of the participants of the teacher education programme, the communication of vision to others, and staff appraisal. All these issues are influenced by vision in determining the purposes of the university in general (Maxwell and Thomas, 1991, Méndez-Morse, 1992,1993, Hord 1992, 1997, 1999, Atiyah, 1993, Ali & Camp, 1995, Abolghasemi, McCormick, and Conners, 1999, and Jackson, 1999). Lack of management or leadership is a reflection of a lack of vision or its development or implementation in the programmes and faculties in the institution. From the perspective of the participants (interviewees), those with a leadership role (administrators and staff in the faculties) have a clear vision of what social studies is about and for and what is entailed in getting there. What they lack is first, there is no shared vision and second there is no management plan flowing from the vision. This makes their practices and activities are inadequate. They do not address the aims and purposes of the teacher education programmes.

The question arises, why should such a situation exist in Jordanian institutions? Firstly, it may be argued (Ali & Camp, 1995), that in the Arab world, state institutions are not independent of political decision-making. They are governed indirectly by the state in order to facilitate the spread of the government's ideas and policies and to achieve their aims among the younger generation. This might mean that vision is very limited and defined by the policies and disposition of governments, and their understanding and thinking about the role of these institutions in shaping the next generation.

Another reason may be that presidents or vice-chancellors are not the only ones in leadership roles in the institutions. Deans and department heads are expected to perform leadership functions and to influence activities in the universities (Maxwell and Thomas, 1991, Abolghasemi, McCormick and Conners, 1999). Likewise, Abolghasemi, McCormick, and Conners (1999) and Jackson (1999) argue that the role of the directors (deans) of faculties and heads of departments is fundamental in the implementation of the university's vision. It may be, therefore, that those in sub-leadership roles are not playing their part in implementing this vision. Or it may be that those in the top leadership roles do not give consideration to the vision held by those in sub-leadership roles concerning teacher education and its implementation in different situations (Maxwell and Thomas, 1991, and Seagren, 1993). In addition, the combination of those in sub-leadership roles themselves and co-ordination between them may affect the development and execution of this vision (Horne, 1992, and Abolghasemi, McCormick, and Conners, 1999). It seems that there is no acceptance or agreement on the university vision concerning the mechanisms of teacher education. In addition, poor communication between leaders and sub-leaders in the same faculties does not help sub-leaders to fulfill their leadership roles. This has a negative effect on the activities and conduct of the programme members, whether they be faculty or administrators in the university, or teachers and head teachers in the schools. Furthermore, problems with leadership in management could be caused by a lack of shared vision, and by ignoring the role of faculty in defining and articulating the values, beliefs, purposes, and goals that should guide their behaviour in the university (Lashway, 1997, Méndez-Morse, 1992,1993; and Hord, 1992, 1999). In effect, the participants are speaking different languages; they have distinct and different informal expectations of each other. Another reason may rest with historical customs. According to Lashway (1997), schools have always been run with an emphasis on bureaucracy and authority.

Yet another reason for these managerial problems might be embedded in the managerial abilities for those who have been appointed to be responsible for teacher education programmes. It may be the case that their managerial experience and history in the university have not been taken into account prior to their appointment to these crucial positions of responsibility (Jackson, 1999 and Lindholm, 1999). Lasley (1981) showed that deans of schools of education are not evaluated by university central management to assess their ability to deal with non-instructional professional issues. This can cause real problems with regard to administrative and academic decision-making in their schools. It may be argued, furthermore, that some professors, although they have good personal authority through their reputation as researchers and lectures, are distanced from any administrative responsibilities. For Bernier (1987) this can profoundly affect their enthusiasm for abiding by regulations and implementing decisions, especially if the person responsible for them is a less experienced colleague. Bernier adds that some professors in



leadership roles, who have strong personal authority based on their teaching reputation and research record, do not associate themselves with the administrative team.

Ali & Camp (1995) have shown that many institutions in the Arab world (including Jordan) rely on western management theories, without taking into account their applicability to the nature of the Arab situation and culture. This may therefore be another significant reason for the managerial problems of leadership. The problems might, furthermore, be attributed to the reward and promotion system for those working in education programmes. The current system does not actively support staff who perform well (Morsink, 1987 and Jackson, 1999). On the contrary, it sometimes acts as discouragement (Ali & Camp, 1995).

Another reason, which may affect management is the investigation and evaluation of the job of leadership in universities. It is seen as problematic because of the conflicting nature of the system, with dual control shared between professional and administrative authority. This might mean that the issue of vision and the mechanisms of leadership are still not properly recognized and lack critical thinking (Bensimon, 1989). It may also be the case that these problems are exacerbated by a lack of procedural knowledge: knowledge of procedures and measures for evaluating faculty. In other words, it may not be known how to evaluate faculty and their achievements effectively, in order to provide a focus, specify expectations for work, provide guidance to faculty members, and define the need for faculty development. Neither is it known whose responsibility it is to carry out this job, nor how the issue is viewed by faculty (Seagren, 1993). In addition, managerial leadership problems can be ascribed to the lack of attention given to upgrading leadership skills and abilities. There is an absence of mentoring, reading, workshops, self-assessment, networking and professional development plans, which could assist leaders to identify needs, specify objectives, and design techniques for assessment (Bensimon, 1989, Seagren, 1993 and Vinten, 1994).

The lack of research in management leadership and vision has been clearly identified in the literature. There is also a lack of support for those investigating the core problems of leadership (Cole and Knowles, 1993). This may reflect a misconception as to the nature of research. Ali & Camp (1995:13) give a clear example: when a researcher requested a letter to facilitate his research in one institution in the Arab world, the acting President ignored his request, saying, "If you already have a PhD, you don't need (to do) research. Only students do research".

One of the most crucial issues affecting managerial leadership in teacher education in Jordan is the absence of effective continuous, structured and systematic leadership training (McDade, 1988). As Gammie (1995) argues, some forms of knowledge, skills, attitudes and experience can be acquired through workshops and training to become successful managers.

## 5. Conclusion

### 5.1. Visionary leadership as an approach to reform

There may be many factors which affect managerial leadership and its vision. These factors hinder progress and obstruct the achievements of participants in the teacher education programme. They prevent students from solving the administrative and professional problems they may have with both professors and administrators in school and at university. They affect the provision of productive learning environments, and do not facilitate their learning to teach or teaching to learn. The issue here concerns the consequences of a lack of managerial leadership. Leadership in management influences the articulation and definition of the institution, its implementation, rewards, research, resources and needed organizational arrangements, monitoring and checking progress of the institution participants, partnership with other institutions (like schools), continuing to give assistance to the participants in different locations, and providing consultation and reinforcement, training, and problem-solving opportunities (Méndez-Morse 1992, 1993; Hord 1992, 1997, 1999; Atiyah, 1993 Ali & Camp, 1995; and Abolghasemi, McCormick, and Conners, 1999). Following on from this, the lack of practicality in managerial leadership influences the whole teacher education programme. Bearing in mind these issues, the current analysis of the reality of social studies teacher education in Jordanian institutions suggests that lack of managerial leadership may be the predominant factor affecting the efficacy and practicality of the teacher education and training process.

According to the results of the analysis, different aspects or elements of the programme may be profoundly influenced by the lack of managerial leadership and vision. These are elements like selection of students, courses,

teaching approach, credit hour system, facilities, partnership, participation of the university professors, approaches to supervision, participation of school management, the assessment process .

According to the results of the current study, leadership has to be better, stronger, bolder and more visionary. Leaders will need not only the vision but also the skills to communicate that vision to others, and to sustain it over time. It is arguably the leaders and management teams who must have this vision for Jordanian universities and so bring about change and the reform process. This they can do by establishing collaborative learning environments both in the universities and in the schools, and by guiding and supporting the participants (faculties, staff, head teachers, teachers, and students). They must put into practice the objectives, images, policies and procedures necessary for meeting the needs and requirements of the reform process. These leaders should be able to articulate their vision, and plan their academic policies based on the central concepts of learning, and teaching for understanding (Entwistle, 1998). This will help them develop their vision for the future and plan the strategies for attaining that vision. Newly qualified teachers will be encouraged to see and perform their role as effective facilitators of students' learning, committed to professional development and reflection, and able to engage collaboratively with others.

It is part of the remit of leadership to define reality, and work to provide whatever is needed to make the vision a reality (Méndez-Morse, 1992). They must gather resources, both human and material, to do this. They should gather the data to evaluate the progress of the institutions. The leadership should understand change and the change process, encourage creativity and manage operations in relation to student learning (Hord, 1992). Furthermore, they should know how to sustain the change process, since without this, the vision of new learning for all participants cannot be realized (Hord, 1997). This vision will describe the institutions' directions and goals, and the means by which they may be accomplished. The main goal is the promotion of students learning through the establishment of a collaborative learning environment. This vision includes a clear picture of teachers of social studies: reflective thinkers with the potential to construct modern Jordanian society. Such thinking should encourage participants to work to make the vision a reality.

There is a stronger likelihood of success if the leadership and management in the universities develop a collaborative and shared vision, grounded in trust and mutual understanding and respect, with the other participants. This kind of co-operation motivates the participants to work together in order to address their common goal. Professors in the university should contribute to articulating future directions, and offer guidance in such matters (McCulloch & Fidler, 1994). Furthermore, as schools and universities work more closely together, they can take joint responsibility for training constructive teachers of social studies, supporting them and encouraging continuous professional growth among all educators (Watson & Fullan, 1992). Leadership in the universities therefore needs to take into account the perspectives of principals and teachers in the schools concerning their combined objectives (i.e. how to establish a successful partnership in a collaborative learning environment for the support of teachers in training). Sharing the vision will increase the possibilities of accomplishing the vision. As Nanus, (1992:52) says, "A vision is little more than an empty dream until it is widely shared and accepted". Furthermore, such vision has to represent an effective solution to current problems in Jordanian universities and address future needs. Sharing the vision is not only a matter of persuading staff to agree, but also entails sharing responsibility and accountability (Hord, 1992).

The provision of appropriate learning environments for students and the creation of "learning communities" is something towards which the entire institution needs to work together (Hord, 1997). The leadership creates and sustains learning communities by sharing decisions, sustaining a common vision, and providing support for staff learning. They should become close to the other participants by aligning themselves physically and psychologically alongside the faculty, stimulating discussion of teaching and learning at every opportunity. To do this, they should leave their 'ivory towers' and overcome obstacles such as lack of time, insufficient rewards, fear that visibly engaging in learning is an admission of imperfection, and negative attitudes from previous poorly conceived professional development activities (Hord, 1994).

Having articulated this vision, leadership and management teams should design actual practical plans to translate that vision into reality in the institutions' faculties and programmes. Implementation of these plans should:

Bridge the gap between management and educational leaders (central management and Deans of faculties), sub-leaders (head of departments), staff (professors and supervisors) and administrators. This may be done by activating channels of communication, improving co-ordination and facilitating interdepartmental co-operation, thus making the communication of a unified vision for the institution more likely (Abolghasemi, McCormick, and Connors

1999). By encouraging dialogue, their values, beliefs and knowledge base will be shared, thus helping to establish a total picture of the institution and its environment (Manasse, 1986).

Create clear mechanisms for encouraging and motivating staff. The university management should establish clear policies for an effective, proper, varied and organized reward system for participants, wherever they perform well (either in universities or in schools). They will also encourage and motivate participants' dealings with each other to be based on mutual respect and understanding, with clear roles of authority and responsibility (See Al-karasneh, 2001). Better communication will promote students' learning wherever it takes place.

If the institutions appreciate this issue (i.e. leadership vision and management) as it is discussed above, the whole elements of the preparation programmes will be manipulated. Also, their managerial challenges supposed to be resolved and overcome.

For Example, the role of co-operating teachers should be prepared and coached to take the role of school based educator (Feiman-Nemser & Remillard, 1995). Also, Professors will pay a great deal of attention to understand how student teachers learn to teach, so that they can provide opportunities that will facilitate their learning, including both the contexts of learning (e.g., programs, settings, and interventions) and the social interactions within these contexts (Smith, 2000). Besides, principals will have an awareness of the professional training, and be fair and open-minded. They will practise their role as effective partners. Furthermore, university supervisors will give more time to observe students' teaching carefully; meeting with them and their co-operating teachers regularly. Also, student teacher will realize their responsibilities clearly and be self-motivated learners.

On the other hand, such clear vision will affect the role of the university to maintain collaborative relationships with schools, in order to develop productive partnerships and to fulfil their role in the training of constructivist teachers of social studies. In regard to the assessment, Jordanian universities need to review and rebuild the current system of assessment, and establish new procedures to replace the current discredited approaches. Also, the courses will be both relevant to social studies specialisation in the university, and relevant to the reality of the subject as taught in schools. Moreover, it is essential that the management and leadership of Jordanian universities continue to improve the quality of their institutions, and particularly their teacher education and training programmes. This involves preparing quality assurance and improvement plans, and setting out the standards, goals and strategies to be adopted, and the indicators to assess systematically the success of their reforms. The universities' management and leadership will monitor their programmes, and check the progress of participants to ensure that plans and intentions are being implemented.

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